

Preliminary Schedule, Fall 2013 BLC		
UNIT 1 Course Introduction	8/27	Opening Service – Welcome to Bethany!
	8/28	<p>Greetings and welcome to ENGL 110 F. As I stated on our first day today, you may find the syllabus under the "Syllabus" link on the left-hand menu bar. In that link, you will also find this schedule. This will mostly remain the same up until it starts to lack in detail. At that point, I will update it based on where we are as a class. What will remain the same unless I give you other instructions are the bolded "HW" (homework) lists for each day.</p> <p>For the first part of the semester, you will complete grammar exercises online for each class period. All of the homework listed is due for the next class period (unless otherwise indicated). You will find the grammar handbook and multiple choice exercises on the Norton textbook website: www.norton.com/write/fieldguide</p> <p>The grammar online handbook component will never be separately assigned in class (but still be sure to check this schedule often!), but the multiple choice exercises do correspond directly to sections of the handbook, which is easily navigated online. Refer to it as much as you need to do well on the exercises. You may complete the exercises as many times as it will let you. Just be sure you have Norton e-mail me (gina.kammer@blc.edu) your grade when you're finished, but before the beginning of the next class period--when it is due. These are just factored into your overall unit grade like any other homework aside from the essays themselves.</p> <p>In this schedule, you will normally see a brief outline of what we should have accomplished in class and a list of the homework (homework is always due on the next class period unless otherwise stated) and any handouts you may need. This is for your benefit to help jog your memory, and it is what you should refer to should you miss class for any reason to be able to know how to ask your classmates for notes and what things you might ask for. I cannot re-create class periods for you.</p> <p>Again, e-mail me to let me know if you have any questions or to set up an appointment with me. I am very excited to get started this semester! Keep writing and reading,</p> <p>~Gina L. Kammer</p> <p>"A reader lives a thousand lives before he dies," said Jojen. "The man who never reads lives only one."~ <i>A Dance with Dragons</i> by George R. R. Martin</p> <p>Classes begin –Syllabus, policies, and expectations, web access</p> <p>Begin with writing exercise during attendance: Write an introduction to yourself to share with the class. Include things such as your future goals/major, any fun summer experiences? and tell us about your history as a writer Share</p> <p>Introduce websites –ascertain familiarity with MyBLC (often still referred to in this schedule as Campusweb—what can I say, I am a creature of habit!), walk through www.norton.com/write/fieldguide</p> <ul style="list-style-type: none"> -show aspects of site in general (can find info in textbook) -show how to get to the online handbook and navigate it -show how to log into the exercises and e-mail grades to me <p>Homework: Read syllabus and Norton p. 3-17</p> <p>Online: Exercises>Sentences>Identifying (&) Editing Fragments</p>
	F 8/30	<p>MLA Introduction –Essay format (and parts) / Thesis Definition</p> <p>Today we started with another writing exercise during attendance. Keep saving these, so you have them all ready to turn in together at the end of the unit as evidence of pre-writing.</p> <p>Then we reviewed the rhetorical situation, briefly scanning the Norton textbook, p. 3-17.</p>

	<p>We finished the period by re-familiarizing ourselves with the MLA formatted essay. Get the formula down, then you can deviate and get more creative, subtle, and smooth in employing the format.</p> <p>List of students with grammar results: As always, don't hesitate to let me know if you have problems. We will keep working out the kinks until we get this down. Hope you all have a great Labor Day weekend! One last glimpse of summer... Those who bring sunshine to the lives of others cannot keep it from themselves. ~J.M. Barrie</p> <p>Homework: Read Norton 3-17, 261-277, MLA Essay Format Handout, and the Transitions Handout. Online, complete the following grammar exercises: Exercises>Sentences> Identifying Comma Splices and Editing Comma Splices</p>
M 9/2	No Class – Labor Day
W 9/4	<p>MLA Application –Narrative timeline</p> <p>We began with a reading review, brainstormed about brainstorming, came up with some literacy narrative ideas for your personal essay, and we reviewed the plot pyramid, so you can work on your storytelling structure.</p> <p>Homework: Read Norton p. 211-225 and complete online exercises Pronoun Agreement and Who, That, Which</p>
F 9/6	<p>The Writing Process Welcome to the end of the two-week introductory period.</p> <p>You were already all jumping the gun on me and trying to get into the assignment for the new unit starting next week, so we got a little preview of what is coming. No worries, you'll get the assignment guidelines and requirements soon enough. For now, just brainstorm and explore your topic options. Worry about the technicalities later. (If it would help to know, we're going to shoot for at least 1200 words with the personal essay--that's about 4 pages. ***As a side note, we are required to have about 20 finished pages of writing at the end of the semester, so this will take care of the first couple.)</p> <p>We attempted to fill in more of our literacy narrative plot charts (hang on to these, they count as pre-writing for your portfolios), went over the outlining format most commonly used in the academic setting...which may or may not be handy for a quiz in the near future along with any of the new readings..., got introduced to beginning an essay and its thesis with a question, and got a glimpse of how that works in the textbook's examples.</p> <p>Homework: Read Norton p.226-241 on Drafting, which you will be starting soon yourselves 5 Online grammar exercises (let's knock a bunch out of the way): Active and Passive S and V Separated Parallelism Parallelism (do both under this name) Shifts</p>
<div>UNIT 2 Personal Narrative</div> 1 9/9	<p>Intro to the Personal Narrative /Topic Brainstorming</p> <p>We reviewed important steps in the writing process with a reading quiz, I introduced the Personal Essay: Literacy Narrative, which is also under the handouts section, we brought up the rhetorical situation template to use to get started drafting a question for the essay, and then moved into the Question and Response (Q & R) pre-writing activity. This will be due in your final portfolio for the unit with your final essay draft for grading. The Q & R does not need to be edited, it's just "pre"-writing to be shown as evidence of your writing process. We will pick this back up next class period.</p>

	<p>Then, I gave an announcement about the upcoming Christ in Media conference. Check out the link in the bookmarks section for more info.</p> <p>Homework: Read Norton p. 21-37 Start the online grammar exercises in the "Words" section with the quiz Appropriate Words Path: Exercises>Words>Appropriate Words</p> <p>Keep thinking about your topic! Work on more brainstorming if you haven't chosen or finalized a topic, yet. You'll still have a little time to switch if you need to, but keep trying to get there!</p>
W 9/11	<p>Outline and Thesis drafting</p> <p>Mostly a work day, we further developed our Q & Rs or got going on some kind of outline for the literacy narrative. We also went over grading and portfolio expectations, which you will find in rubric form under "Essay Prompts."</p> <p>To give you an overview, so far you should have these things on hand for your portfolio whether in physical or digital form:</p> <ul style="list-style-type: none"> •A series of freewrites (from the beginning of each class you had a prompt) including: <ul style="list-style-type: none"> -self introduction/experience with reading and writing -the importance of clear communication -goals for yourself in the course •Literacy Timeline (probably handwritten during class--this can just be turned in physically on the day the portfolio is due) •Plot pyramid/elements chart (again, tailored to your event and can be handed in physically) •Question and Response freewrite (Q & R) •Outline of some form (you should either be working on this, or be at a point where you can work on it during Friday's class), this can be a further developed plot pyramid for your literacy narrative, but should provide good direction <p>This will all be graded on completion/effort/participation along with your final draft of your essay (on quality).</p> <p>Homework: Read Norton p. 242-246 Online Grammar: Empty Words and Expletives</p> <p>*Friday is a Writing Day. There will be limited lecture/instruction time. Most of the period will be purely a workshop. Bring music/snack/coffee or whatever you need to help you get writing!</p>
F 9/13	<p>Writing Day</p> <p>Today we started off with a mini grammar lesson on prepositions. The rest of the period was used for writing. You should at this point have a completed outline and a good start on your first draft of your literacy narrative.</p> <p>Homework: Read Norton p. 242-246 Online Grammar: Prepositions</p>
M 9/16	<p>Intensive revising/essay format review</p> <p>We tried out one of the textbook's methods (p.239-241ish) for rewriting on a section of our personal essays and shared our thoughts on the process with our neighbors. This should have provided us with a possible new spin for our drafts, or perhaps have shown us what direction not to go in. Either is fine! The writing process is messy, and the best way to see if something will work is to try it.</p> <p>We spent the rest of the class period going over a badly formatted essay and correcting it for MLA formatting. This gave you a chance to get any specific questions answered and for me to show you how to manipulate Word into doing the right things!</p>

		Homework: Read Norton p. 313-351 Online grammar: Wordy Phrases and Redundancies
W 9/18		LitNarr. Specifics We continued different ways (or tried another way) of rewriting sections of our essays. Find anything useful for your actual essay, yet? While the purpose is to use these exercises to develop your actual essay, I still need proof of what you did in the individual exercises. So, just be reminded to save that work in an additional place to turn in with your other pre-writing for your final portfolio for the literacy narrative. It will also act as a progress map for yourself. It should make it easier for you to see how much/what you accomplish each time we take time for an in-class writing exercise. A quick reading quiz helped us review just a few things to keep in mind about using narrative in essays, and then we had a little fun with doodling the meanings of sentences with really misplaced or dangling modifiers. Homework: Finish a full (meaning meeting the minimum word count with a completed--if rough--draft) draft of your literacy narrative for a peer review session on Friday. Remember to PRINT 2 copies for peer commenting. Also, although you don't have to print them, it might be helpful to have your Question and Response (Q & R) paper handy to keep your question/thesis in mind during peer discussion. The essay prompt I gave you at the beginning of the unit would also work as a nice checklist to make sure you're hitting all of the minimum requirements--so, basically just have all your course materials at the ready in case they should be needed during the peer review session. Then, don't forget to turn in this draft online. You'll find a place to submit it in the coursework/gradebook part of CampusWeb. This will be graded on completion only. Online grammar: Modifier Placement
F 9/20		Peer Review Draft Personal Narrative Due Today we conducted a peer review session. Each writer should have gotten two sets of comments, one set from the questions given and one from the writer's own questions. Homework: Revise your peer review draft as much as possible. The more final you can get it, the better--then I can give you the most helpful feedback. Turn the draft in on CampusWeb (upload it where it's listed on the grade book/coursework) by 8 a.m. on Monday. This is the draft I will comment on. It will be graded on completion only.
9/23	UNIT 3 Analyzing a Text	Personal Narrative Due Intro to Literary Analysis Start "Leaf by Niggle" in class, due Fri. for class Fill out 4-Step Art Critique questionnaire together (continue each day) –Focus on personal opinion and judgment/critique Your literacy narratives were due for my comments at the start of class. I provided you the prompts for your reflective introduction for the literacy narrative unit and the new prompt for the literary analysis essay (also on CampusWeb). Find the stories and 4-Step Art Critique also on the handouts. Homework: Complete your reflective introduction essay for your final literacy narrative portfolio, due Oct. 7 Read Norton p. 38-50 and the prompts and 4-step critique to see if there are any questions you have Read "Leaf by Niggle" (on CampusWeb) p. 100-109 (at the break) –be sure to <i>actively</i>

	<p>read</p> <p>Online grammar: Exercises> Punctuation Mechanics> Commas Review</p>
W 9/25	<p>Getting Context</p> <p>Today we looked at a scholarly essay on "Leaf by Niggle," examined its arguments and main points, and came up with a list of strategies for reading academic arguments. ***You may use these sources in your essay only above and beyond required –Focus on putting your own argument into conversation with others</p> <p>We also discussed reasons for using research and talked about different ways to incorporate the research we do into our own essays. Find the "Incorporating Sources" slides on CampusWeb handouts to review.</p> <p>Homework: Finish reading "Leaf by Niggle" Read Norton p. 50-58 Online grammar (2 exercises): Semicolon Review & Colons</p>
F 9/27	<p>4-Step</p> <p>I went over a few things to keep in mind when writing a literary analysis, we discussed "Leaf by Niggle" with the 4-step art critique and the poem "Mythopoeia" (to a small extent--if interested, look it over on your own). We will wrap this up on Mon., so keep thinking about anything you still want to go over in discussion. I then gave the quickest comma review possible.</p> <p>Homework: Read "Good Country People" (on CampusWeb) p. 169-181 Online grammar: End punctuation review Please review the Sources, Research, Integration packet (on CampusWeb) for your own benefit--use it as a tool, just get familiar with it enough to use it when you need to.</p>
M 9/30	<p>On Literacy Narrative Comments: Your essay comments are in your feedback! You may start working on final revisions to be turned in Mon., Oct. 7.</p> <p>Remember this is your first essay with me, so I've commented on more things than I may usually comment on, but I've "graded" them the easiest I'll grade out of all of your essays. Note, however, that this draft is graded only on completion. The rubric is for you to see where you stand as if this were a final draft. It should also show you what areas need the most work and where you're doing well.</p> <p>Also note that number of comments does not translate into points or grades in any way. Some are comments for things to work on, think about revising, or grammatical errors, but others are what things I notice that are being done really well. Sometimes I require more comments or longer comments to explain something or suggest something than other times. It will vary between essays.</p> <p>A few hints on comments and marks: -There will be grammar corrections for you to look up in the Handbook and figure out how to fix. You should be able to look up the rule based on my description of the error, but feel free to ask questions if you don't understand something. -Red highlights generally mean "delete" -Yellow highlights are simply to point out a section or call your attention to something--usually accompanied by some sort of comment -All comments are merely my suggestions (except for grammar items, those have cut and dried rules), it is up to you to act on them or not; however, I strongly suggest you do make changes in some way if I've noted that something might be better done another way. In other words, I've still noticed something that is not quite right for whatever reason and you should probably find a way to improve it whether it is in the exact way I've suggested or not. -Lastly, don't be offended by the really curt way the rubric has of telling you exactly how awful/good aspects of your writing are. I just highlight sections of where you mostly fall, so use what it states as general guidelines, but use it more to determine where things are strong and where you're not as strong--generally.</p>

	<p>Your Literacy Narrative portfolio should include the following (note, most you will turn in digitally to the final draft slot, otherwise staple or paperclip your hard copy materials together and turn them in to me at the start of class when before the portfolio is due on Oct. 8 --I will be gone, so try to get it in on the Friday before):</p> <ul style="list-style-type: none"> •A series of freewrites (from the beginning of each class you had a prompt) including: <ul style="list-style-type: none"> -self introduction/experience with reading and writing -the importance of clear communication -goals for yourself in the course -2 rewritten sections of you literacy narrative essay (just the parts worked on in class is all that is necessary) •Literacy Timeline (probably handwritten during class--this can just be turned in physically on the day the portfolio is due) •Plot pyramid/elements chart (again, tailored to your event and can be handed in physically) •Question and Response freewrite (Q & R) •Outline of some form (you should either be working on this, or be at a point where you can work on it during Friday's class), this can be a further developed plot pyramid for your literacy narrative, but should provide good direction •Peer Review questions and answers <p>Context</p> <p>We took the class period today to wrap up "Leaf by Niggle."</p> <p>Homework: Finish "Good Country People" Read Norton p. 283-299 Online grammar: Quotation Mks</p> <p>Keep reviewing MLA source citation and integration handouts</p>
W 10/2	<p>Discussion</p> <p>We looked at some of Flannery O'Connor's thoughts on the grotesque and used that to open discussion on "Good Country People." In remaining time, we began "Nineteen Thirty-Seven" in class.</p> <p>Homework: Read "Nineteen Thirty-Seven" (full story) Complete citations and parenthetical citation corrections on the MLA Source Practice worksheet in the handouts. Online grammar: Apostrophes *Remember to continue active reading practices</p>
F 10/4	<p>Context/Discussion</p> <p>Monday, Oct. 7 we will have a library session—You will at some point (not necessarily during the session) need to find 2 sources for Mon., Oct. 14. Bring copies of the stories for the 14th so we can check off active reading, too.</p> <p>Today we had our "Nineteen Thirty-Seven" discussion, and went over MLA citations info that you will need to document.</p> <p>Homework: Work on picking which story you want to write about. Even if you don't have a specific topic, try to at least pick a story or stories you want to cover, so you can research.</p> <p>Read Norton p. 300-323 Online grammar: Exercises>Punctuation/Mechanics>Dashes, Parentheses, and</p>

	Brackets Remember the peer review of this essay is due on the 16th, so start brainstorming. I haven't assigned any specific brainstorms, so do whatever works best for you. Look over the 4-step art critique sheet and the assignment prompt.
M 10/7	Library Day Personal Narrative Final Due Thanks to the BLC librarians, we learned where to find academic, scholarly sources. Homework: Continue to research on your own. Try to find sources related to your potential topic. Online: Exercises>Punctuation/Mechanics> Hyphens in Compounds
W 10/9	Research Day / Q & R Recap of electronic databases? Today you began to draft your research question and started teasing out a response to it in your Q&R. You came up with the story or stories you will be focusing on, and some kind of element you want to discuss. You then followed the 4-Step Art Critique questions to get you thinking and analyzing the story element(s) you want to write about in your paper. I also went over MLA documentation formats for a Works Cited page. Homework: Online: Exercises>Punctuation/Mechanics> Capitalization Review (&) Numbers
F 10/11	Research Day As you continued your research and began your essays, I followed up with MLA documentation for in-text/parenthetical citations. Homework: Keep writing/researching!!!! -Writing day on Monday, bring production fodder. Online: Exercises>Punctuation/Mechanics> Italics Review (LAST GRAMMAR EXERCISE!)
M 10/14	Evidence of Research Due I checked your sources and active reading while you worked on your essay drafts in class. Homework: Keep writing/researching!!!! ***Turn in your peer review draft for Wednesday's class on CampusWeb by 1:30 p.m. on Wednesday.
W 10/16	Peer Review Draft Literary Analysis Due Today we had a literary analysis peer review in which we read essays aloud to hear it as we comprehend it to get a sense of the flow as well. Homework: Revise your essay, get it as polished as possible for my commenting and turn it in to CampusWeb by class time on Mon., Oct. 21. No class on Friday -Midterm break Literary Analysis Portfolio list to keep in mind for the due date on Nov. 4: -In-class freewriting on the grotesque in literature (this is from the O'Connor discussion) -A pre-writing exercise of your choice (this should be something you did on your own to prepare to write your literary analysis, whether it be a freewrite, brainstorm exercise, outline, etc.) -Question and Response paper (Q & R) -Final revised and polished literary analysis essay for grading
F 10/18	NO CLASS - MIDTERM BREAK

UNIT 4 Proposal, Research, and Argument

M 10/21	<p>Literary Analysis Due</p> <p>Today I got some midterm feedback on how the course is going for you so far.</p> <p>I introduced the Research argument unit and we brainstormed topics focusing on appropriate scope.</p> <p>Homework: Literary Analysis Portfolio reflective introduction due in portfolio Nov. 4 Read the prompt (on Campusweb) for the Research Argument unit Read Norton p. 375-380 Keep brainstorming!</p>
W 10/23	<p>Today we brainstormed some more possible topics with each other and individually. You also got into doing a little quick and dirty research to see what's on the web with your topic.</p> <p>Homework: You read Norton p. 381-383 and 99-110 And continued brainstorming to find your topic</p>
F 10/25	<p>Today we looked at how to focus topics and research questions to keep the rest of your essays and especially your theses focused.</p> <p>Then you did an exercise to hone your own research question by jotting down possible focuses to narrow your topics.</p> <p>Following that, you delved into your Q & R paper. Turn this in at 11:55 pm tonight.</p> <p>Homework: Finish your Q & R for tonight. Turn it in on CampusWeb by 11:55 p.m.</p> <p>Read Norton p. 177-179 on proposals and have a version of a proposal done for Monday at class time. If everyone gets one completed in some fashion, we will celebrate with a time for relaxation and creativity with a little Halloween party and workshop the proposals on the next class period.</p>
M 10/28	<p>We went over questions on your topics or proposals, then we got a little more creative, and I conducted my annual Halloween Party: Cauldron of Story. You also benefitted from the sugar of a few delectable treats.</p> <p>Homework: Read Norton p. 384-403</p> <p>Finish a full, complete draft of your proposal (refer to the Norton pages from last time and your prompt for the unit). Have it as polished as possible and turn it in to CampusWeb by class time on Friday, Nov. 2. Also have it printed in class for a workshop on it.</p> <p>NO CLASS ON WEDNESDAY due to Advising Day --finish everything for Friday's class period Start researching or at least finding some possible sources on your topic (this may also help you with your proposal if you get an idea of what's out there).</p>
W 10/30	NO CLASS –Advising Day
F 11/1	<p>Proposal Due</p> <p>A few of your stories from the Halloween party were read for fun. Just look at the results of the cauldron of story!</p> <p>Then we had a proposal workshop in which you received helpful ideas from your peers on further directions and areas you might take your research project.</p> <p>Homework: Have a good enough knowledge of the MLA section of the Norton to feel comfortable looking up source citations on your own on Monday.</p>

	<p>Also review the Sources, Research Integration handout (on CampusWeb)</p> <p>*Note that your full Literary Analysis portfolio is due on Monday. Upload all files for your portfolio on CampusWeb, turn in any hard copy work to me at the start of Monday's class including:</p> <ul style="list-style-type: none"> -In-class freewriting on the grotesque in literature (this is from the O'Connor discussion) -A pre-writing exercise of your choice (this should be something you did on your own to prepare to write your literary analysis, whether it be a freewrite, brainstorm exercise, outline, etc.) -Question and Response paper (Q & R) -Final revised and polished literary analysis essay for grading - Don't forget to include your reflective introduction to your portfolio
M 11/4	<p>Final Literary Analysis Due</p> <p>You turned in your final literary analysis portfolio materials for grading at the start of class.</p> <p>Then you took an MLA citation quiz by putting together a works cited page for three sources in small groups.</p> <p>Homework: Read Norton p. 116-124 on bibliographies Find one of the ways you use to find useful, academic sources to share with the class on Wednesday. You may use the computer in the front of the room and the projector. This may be as short as you like. Just make sure you effectively share the information with the class. Note that this may be a partial strategy you use--it need not be a complete walk-through, just make sure it's clear how you do it.</p>
W 11/6	<p>Today you all shared great ways to find sources.</p> <p>I then went over some database search tips and source evaluation.</p> <p>Homework: Read Norton p. 404-407 Start finding 3 sources to bring into class on Friday.</p>
F 11/8	<p>Today we learned all about Bibliographies. Find an example of the Excel Bibliography in the Handouts.</p> <p>Homework: Read Norton p. 425-427 Work on an Excel Bibliography throughout your research to turn in with your portfolio (at least have a few entries from your 4 required sources and use an equivalent method of tracking your research in a detailed fashion for your complete version to also turn in with your portfolio --if you do a complete Excel Bibliography, you do not need to turn in any other source tracking materials)</p> <p>Complete a formal annotated bibliography with descriptive and evaluative annotations of four required sources (and others if you are using extras) and have it printed in class on Monday. (Your sources may change in the course of this project and that's fine. Just have at least the sources you are considering at this point and make sure four of them would work as required sources).</p>
M 11/11	<p>Bibliography Due</p> <p>We discussed proper source integration (refer to the handout) and stressed the necessity of using the citation sandwich in your papers</p> <p>Homework: Read Norton p. 408-424; Keep researching</p>
W 11/13	<p>Today we looked at outline models for arguments in the research integration packet in your handouts. You tried each of them by filling in your own information in them to test</p>

	<p>the structure.</p> <p>Homework: Prepare to work on a formal outline in class on Friday. Research any other argumentative outline structures you may want to follow. Keep up with your research for this project, don't forget to use your Excel Bibliography. Use the Norton as a resource--especially the chapters on arguing; be sure to note the logical fallacies that you should stay away from in your own papers.</p>
F 11/15	<p>To start off, we reviewed the connection between thesis statements and topic sentences. We also looked at building topic sentences by following the same formula as a thesis statement even in its sub-points. Of course you can hone your style to be more subtle as you work your essay out, but for initial outline purposes, the most important thing to focus on is creating a solidly connected argument by relating everything to your thesis argument.</p> <p>Homework: Your Formal Outline is due printed in class on Monday for workshopping. You will then have until the start of class on Wed. to turn in a final draft (in print at the start of class) for grading. Wed. will be a writing day to get started on drafting your actual essay, so just note where you should be in your research and outline for initial drafting.</p>
M 11/18	<p>Today we workshopped our outlines with our peers, checking for clear essay structure, good thesis and topic sentences, the formal outline format, and commented on the overall argument for integrity, completeness and well-defined boundaries for the argument.</p> <p>I then demonstrated how you can use Excel as a tool for writing your essay according to your outline. In any remaining time, you could start experimenting with this method to begin drafting your essay. Here is the link for the youtube video: http://www.youtube.com/watch?v=CJrdUAMQpSg Otherwise search youtube for the title: "Using MS Excel to Organize Your Academic Writing"</p> <p>Homework: Work on drafting your paper from your outline. Wednesday will be a writing day. The peer review draft will then be due on the Friday following. Drafts will be due for individual conferences on Monday and Wednesday of the following week.</p>
W 11/20	<p>Formal Outline Due Writing Day We will also start paying attention to any questions we have while writing, which we will use in an all-class review to prepare for the final over our next free class periods.</p> <p>Homework: Come with 5 prioritized questions on units 1 and 2. (Top 3 are the most important) -- Look through the announcements, look at the overall course schedule that's under the syllabus tab on CampusWeb</p>
F 11/22	<p>I took your questions from Units 1 and 2 for review.</p> <p>Homework: Come with 5 prioritized questions on unit 3. Keep working on your essay.</p>
M 11/25	<p>We covered Unit 3 questions today.</p> <p>Homework: Come to Monday's class with prioritized questions from Unit 4. As always, turn in or email any questions to me that you would still like answered.</p> <p>Note that you will need a full draft of your essay ready in class for peer review on Wednesday. Turn in your peer review draft online by classtime on Wednesday.</p>
W 11/27	Peer Review Research Argument Due

	<p>We conducted our peer review. You also signed up for your individual conference time for next week. (There are no classes next week, but you will be expected to be at your scheduled conference time <i>on time</i> to earn the full week's participation/attendance grade.)</p> <p>Homework: Revise your draft based on peer review comments and turn in a full, polished draft on Campusweb by your scheduled conference time for my commenting during our individual conferences next week. (Turn in to "Instructor Draft")</p>
F 11/29	NO CLASS – Thanksgiving Break
M 12/2	<p>Research Argument Due M-F Individual Conferences</p> <p>Here is your final portfolio list:</p> <ul style="list-style-type: none"> --Final Q & R paper --Final topic proposal --Excel Bibliography/evidence of how you kept track of your research (if you chose a method other than the Excel Bibliography, turn that in, but you must also turn in an Excel Bibliography with at least one entry for each of your sources) --Final formal outline --Peer-review comments for your outline and your essay draft --Final research-based essay <p>***Note: Any items on the list called "final" should be the edited, corrected versions of these things from the time they were first turned in. In other words, you do not need to update them for any changes you may have made in your topic or the sources you planned on using by your final essay. They just need to be the corrected versions of whatever you were planning at that time.</p> <p>Homework: Bring in your questions on Unit 4 to Monday's class period.</p> <p>Remember that your final portfolio is due on Campusweb by 8 a.m. on Friday, Dec. 13. If you saw that there is no reflective introduction on this list, that is correct. Do not write one for the portfolio. We will write a more informal introduction in class on Friday, to be turned in at the end of the class period.</p>
W 12/4	Individual Conferences
F 12/6	Individual Conferences
M 12/9	<p>We went over the final Unit review questions for the semester. You also filled out course evaluations--thank you.</p> <p>The final portfolio list is up in last class period's announcements. Make sure you turn in a complete portfolio by Friday at 1:30 p.m.</p> <p>Friday we will have an overview of the final exam. This is your last class period to get any remaining questions answered. Thanks for your participation so far. Then we will use class time to write your reflective introductions to your portfolios. You may want to keep in mind your process and revision decisions or jot down some notes to have them readily available during class. These intros will be informal --more freewriting style. I will not grade them on format, I will merely use them as a chance to let you justify your portfolio to me for overall grading purposes (although, completing this in class will be the last step in having a complete portfolio--so, I guess you can consider it as graded for completion).</p>
F 12/13	<p>Final Research Argument Due</p> <p>The deadline for your final research portfolio was at the beginning of class. You turned in all materials.</p> <p>We went over the sections of the final exam.</p>

	<p>For the rest of the class period, you wrote your reflective introduction to your portfolio and turned it into Campusweb before you left.</p> <p>Our final exam period is Monday at 10:30 a.m. in our usual classroom. You will have 2 hrs to complete the exam. It should take no more than an hour.</p>
Finals Week 12/16	<p>Final Exam</p> <p>Monday, December 16, 10:30 a.m. - 12:30 p.m.</p>